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ABSTRACT

In this California state curriculum model for grade 1, "A Child's Place in Time and Space," students study the life, work, and philosophy of Cesar Chavez. The students learn how he worked to resolve problems peacefully. They discover how his cultural experiences influenced his politics, family life, education, philosophy, recreational activities, and his world vision. The curriculum presents a history/social science framework; addresses history/social science state standards; sets a context; poses a focus question; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the six lessons. The lessons are: (1) "Boycott Posters"; (2) "Chavez Time Line"; (3) "De Colores"; (4) "Farm Worker Inspired Poetry"; (5) "Similarities and Differences"; and (6) "Violence versus Nonviolence." A biography and photographs of Cesar Chavez are included. (BT)

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California Department of Education

César Chavéz

Grade One Model Curriculum and Resources

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http://chavez.scientech.com/Teachers/Lessons_K-3.htm#Grade1

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César Chávez

Grade One Model Curriculum and Resources

Grade One: A Child's Place in Time and Space

Students studying the life, work, and philosophy of César E. Chávez in grade one will learn how he worked to resolve problems peaceably. By examining the life of Chávez, they will understand how his cultural experiences influenced his politics, family life, education, philosophy, recreational activities, and his world vision.

Grade One: History-Social Science Framework (Revised 2000)

Students in grade one will learn more about the world they live in and their responsibility to other people. They will be ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds. They will gain a beginning understanding of economics and how goods and services are exchanged for money. They will be ready to examine their neighborhood's many geographic and economic connections to the larger world. Students will hear stories to discover the many ways in which people, families, and cultural groups are alike as well as those ways in which they differ. *(Pp. 32-34)*

Grade One: History-Social Science Standards

Standard 1.2 Students compare and contrast the absolute and relative locations of places and people, and describe the physical and/or human characteristics of places.
1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Standard 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

Standard 1.5 Students describe the human characteristics of familiar

Lesson Title:
César E. Chávez and the Economics of the Boycott

Grade Level
Grade One Lesson 1

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace. *A Child's Place*. Unit 3: Living in a Community.
McGraw-Hill: *My World*. Unit 3: People at Work. Lessons 1 and 2.

Setting the Context:
There is a cycle involved in a free-market economy. Each part of the cycle affects the next part of the cycle in either a positive or negative manner. Any action at any point of the cycle can result in a different outcome.

We as individuals have a choice to use our "power of choice" to make change in the free-market cycle. César and his leadership team chose to use boycotting as a form of nonviolent protest to change the cycle. César 's use of the boycott allowed the farm workers to take their struggles from the fields where the growers have always won to the public consumers in the cities. The boycott allowed César the opportunity to take the struggle to the American people.

The boycott posters used by Chávez and his supporters carried the message in simple and clear terms that the average person could easily understand. Boycott posters can send a nonviolent message of change.

César taught us about nonviolence.

Focus Question:
How can posters be tools of nonviolent change in a free-market economy? How can imagery invoke feelings that can change the cycle of a free-market economy?

Expected Learning Outcomes:
Students will be able to explain how a nonviolent action can cause change in the cycle of a free-market economy. Students will be able to create imagery that conveys a nonviolent message of change.

places and the varied backgrounds of American citizens and residents in those places.
1.5.2 Understand the ways in which Native Americans and immigrants have helped define Californian and American culture.

Standard 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.
1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services, and the contributions of those who work in the home.

Lesson 1 **Boycott Posters**

Students will be able to explain how a nonviolent action can cause change in the cycle of a free-market economy. Students will be able to create imagery that conveys a nonviolent message of change.

Lesson 2 **Chávez Time Line**

Students will be able to put a time line in order. They will identify factors of change and similarities and differences between the life of Chávez. Students will be able to understand how Chávez changed the world he lived in.

Lesson 3 **De Colores**

Students will be able to see how a cultural song can invoke visions and emotions. Students will be able to identify reasons that Chávez would play this song at meetings.

Lesson 4 **Farm Worker Inspired Poetry**

Students will be able to recognize the role Farm Workers play in the marketing of goods. Students will be able to use words to invoke the feelings of this individual group of people.

Lesson 5 **Similarities and Differences**

Students will be able to identify the similarities and differences in the life of Chávez. Students and teacher pick out similarities and differences to create a list.

Lesson 6 **Violence Versus Nonviolence**

Students will see how violence dose not reach a given goal and how nonviolence and unity does. Students are able to explain why to choose nonviolence over violence.

Assessment:
Students will create a poster that they feel conveys a nonviolent message of change. The teacher will assess each poster to see if students understand the main concepts. The teacher also looks to see that the student uses images and words that help the viewer understand the reason to boycott products such as grapes, strawberries, or lettuce.

Key Concepts:
In life, there are many choices. Students can choose ways to solve problems nonviolently. Images (pictures) often show strong feelings.

Essential Vocabulary:
nonviolence
La Causa
union
boycott
imagery
poster
symbol

Primary Sources:
Photos of team workers boycotting with signs. Click on the search engine on the Chávez CDE site for photos. [http://chavez.scientech.com:8080/research] A book on the life of Chávez can also be used.

Visuals:
Collection of photos showing boycott posters used by Chávez and others. (See above).

Procedures

Motivation:
Read from the K-2 biography that tells of the boycotts that Chávez organized. Teacher leads a class discussion on why César would start a boycott. Teacher leads the discussion about the posters that the people have and what impact they may have.

Making Connections:
Show pictures of people involved in boycotts. Ask students if they have ever seen people with signs like those in the pictures. Ask students about where they might have seen such boycotts. Discuss several of the boycotts of produce that César led. Create a class list of why they think he would have conducted these boycotts. What did he expect to gain? The teacher leads list to include the idea that some farm workers were not treated fairly and that people needed to know how they could make a positive change.

Vocabulary Activities:

1) Teacher holds up vocabulary cards and talks about what each word means. They then place them on the board under the title "Word Bank".
2) Teacher creates a close-activity story using the vocabulary words. This is a story that has blanks where the vocabulary words should be. Students fill in the blanks with the vocabulary words to complete the story. Students have their own copy and the teacher has a copy on the overhead or students go to a computer that has the activity on it. Students work on their own, in pairs, or in small groups. The class comes together when done to go over the story.

Guided Instruction:

Have students close their eyes. Ask them to pretend that they are a part of the team that works with Chávez to help people gain dignity and respect. Describe the conditions that farm workers live in. Tell of how the farm workers are promised money to pick the strawberries but never get the money. Explain to the students that they are going to simulate a boycott of strawberries as a nonviolent means of change. Relate that it is going to be their job to create a boycott sign to use. The sign will help explain to people that they should not buy strawberries because the farm workers are not treated fairly.

Explain how a boycott works, especially about how if the people stop buying the strawberries it will cause the stores to have too many strawberries on the shelves, stores will not need to buy more strawberries, farm owners will begin to lose money because they will not be able to sell their strawberries, the farm owners will see the need to change their ways and start treating the workers fairly. Once this occurs the boycott will be stopped and people will buy the berries again and the owners will get more money. One of the most important things to remember is that the public, the American people will have be convinced that the boycott is justified and they will need to support the boycott by not buying the products being identified. If the public does not support the boycott the boycott will fail. César E. Chávez was an expert in explaining to people the need for a boycott.

You may choose to have students work individually, in pairs or in groups for this lesson. Pass out large sheets of construction paper. Allows some time for students to think about what their poster is going to look like. Ask students if they can describe what they might have on their poster. Create a list of these ideas. This list will help students who may be having difficulty on what to do. Provide students with an art supply of choice such as crayons, paints, colored pens, cut colored paper and paste. Give students ample time to work on posters.

When finished hang posters around the room and conduct a gallery walk. Students walk around in small groups to look at all of the posters. Students gather back together to give positive feedback about the posters such as "I liked Stacey's because the strawberry is big and I know not to buy them because it is crossed out."

Lesson Title:
César E. Chávez Time Line

Grade Level:
Grade One Lesson 2

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *A Child's Place*. Unit 1: School Days. Lesson Introduction; Lesson 4. Unit 2: At Home with My Family. Lesson 4. Unit 3: Living in a community. Unit 5: My Country, My Heroes. Introduction

McGraw-Hill: *My World*. Unit 5: It Happened in America.

Setting the Context:
Throughout the lifespan of César E. Chávez, many changes happened for farm workers and other people of Hispanic backgrounds. Though there were many changes, some things have stayed the same, like the fact that people are still fighting for the rights of others, we are still working towards the Golden Rule, people are still being treated unfairly and we need leaders to evoke change.

Focus Question:
What happens in the world in the span of César E. Chávez's lifetime? How can a person's life change the world they live in? How is his life the same or different from yours?

Expected Learning Outcomes:
Students will be able to put a time line in order. They will identify factors of change and similarities and differences between the life of Chávez and their own. Students will be able to understand how Chávez helped to change the world he lived in.

Assessment:
Students will, as a class, create a time line by picking out important dates and events they hear in a biography read aloud by the teacher. Teacher observes that students pick out relevant events and can explain the changes that take place on the time line. Teacher also looks for order in the time line and correct use of dates.

Key Concepts:
Change occurs over time

There are similarities and differences in all types of people, past and present, to their own lives

Essential Vocabulary:
time line
date
event
lifetime
order
year
change

Primary Sources:
K-2 Biography of César E. Chávez (attached)
Storybook that chronicles the life of a person real or made up

Visuals:
Pictures of César E. Chávez and his family during various times in their lives. (See photographs in biography)

Procedure

Motivation:
Teacher reads a book that tells the story of the life of a person beginning at birth. Teacher reads the book and leads a discussion on time lines. What is a time line? What is a life span? What kinds of events would one put on a time line? Why would we want to do time lines? What can we tell by looking at a time line of a person?

Making Connections:
Teacher reviews the life of César E. Chávez. Students discuss the similarities and differences between his life then and their lives now.

Vocabulary Activities:
Teacher goes over the vocabulary words and gives an explanation or allows the students to provide an explanation of each word.

Password: Teacher gives the class clues to what vocabulary word they are looking at. Class tries to guess what word it is. When they determine the word, the teacher places it on the board under the title "Word Bank" for student's use later.

Guided Instruction:
The class works together with the teacher to build a time line of César Chávez's life. They go over the story of his life and pull out important events. Teacher writes these events on the board or on a large piece of paper. The teacher asks the students to make their own time lines of their lives. These time lines can be posted around the large one of César E. Chávez.

Lesson Title:
"De Colores"

Grade Level:
Grade One Lesson 3

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *A Child's Place*. Unit 1: School Days. Lesson 4. Unit 2: At Home with My Family. Lesson 4. Unit 5: Introduction My Country, My Heroes.
McGraw-Hill: *My World*. Unit 5: It Happened in America. Lessons 1-6.

Setting the Context:
Songs are a way that individuals and cultures may pass traditions on from one generation to the next. They are also an effective way of expressing feelings toward a person or an event. Unions have used songs throughout the years to express their feelings towards management. The farm workers did the same thing with "De Colores."

Focus Question:
Why would César E. Chávez use this song at Union meetings? What emotions and visions does it invoke?

Expected Learning Outcomes:
Students will be able to see how a cultural song can invoke visions and emotions.
Students will be able to identify reasons that César would play this song at meetings.

Assessment:
Students will create images formed from listening and visualizing the song "De Colores." Images will be placed together to form a mural. Teacher will look at the pictures to see that they portray aspects of the song and that the student uses color to convey feels.

Key Concepts:
Cultures have songs and traditions that are passed on from generation to generation.
Songs can evoke emotions in people and give them strength.
Songs can be used to give strength to those who are being treated unfairly by bringing people together.

Essential Vocabulary:
The seasons, animals, and colors in Spanish
"Cuenta" (song)
union
power
strength
mural
warm colors
cool colors
background watercolors

Primary Sources:
Song "De Colores" (attached) This song is also performed on the web at :
http://chavez.scientech.com/Teachers/Lessons/Resources/Audio/De%20Colore_8m_J1.mp3
K-2 Biography of César E. Chávez (attached)

Visuals:
Photos of people of different cultures singing

Procedure

Motivation:
Teacher allows students to lie on the floor or just close their eyes as she/he plays the song. The teacher then asks students to try and visualize what the song may be about as they listen to the song again. Students get into groups and discuss what they thought the song was about.

Making Connections:
Teacher asks the class what they do to cheer up when they don't feel good. Maybe it is something that someone else does for them. If no one says 'sing a song,' the teacher may state that some people sing songs to cheer up and gain strength. Teacher asks students to think of songs or traditions that make them feel strong when they are feeling down. Teacher allows class to share in small groups their songs or traditions.

Vocabulary Activities:
Students are presented with the English and Spanish words for the colors, animals, and seasons. Whole class or in groups, students match up the English to the Spanish words. Whole class goes over the pairs of words. Words are placed on the board under the title "Word Bank" for students to refer to.

Guided Instruction:
Teacher goes over the meaning of the song "De Colores" (See translation). The teacher explains how, when the farm workers were feeling down, they cheered themselves up with this song. The teacher may choose to make the connection

between the songs that African-American slaves would sing in a similar situation. The teacher explains how often times people would play the song at meetings where César spoke as a way to bring people together and to demonstrate the strength in numbers and the power of organizing.

Students will then work independently, in pairs, or in small groups to create a picture that depicts some part of the song "De Colores". The teacher may choose any art medium for this project. The paper or fabric that is used should be in the shape of a square. When that square is completed, students then do a square depicting the workers in the field, Chávez, or the Union Flag. Students then lay out the squares to make one big mural. Squares should alternate between those of the song and those of Chávez, the flag, or farm workers. Squares are taped together or glued on to a large backing. If using fabric, iron the squares on to a backing with fusible webbing or sew pieces together.

De Colores

~~HIMNO DE CURSILLOS~~

De Colores, de colores
Se visten los campos en la primavera.

De colores, de colores
Son los pajaritos que vienen de afuera.

De colores, de colores
Es el arco iris que vemos lucir
Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

Canta el gallo, canta el gallo
Con el ki ri ki ri ki ri ki ri ki ri

La gallina, la gallina
con el ka ra ka ra ka ra ka ra ka ra

Los polluelos, los polluelos
con el pio pio pio pi

Y por eso los grandes amores
De muchos colores me gustan a mi.

Y por eso los grandes amores
De muchos colores me gustan a mi.

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Lesson Title:
Farm Worker Inspired Poetry

Grade Level:
Grade One Lesson 4

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *A Child's Place*.
Unit 1: School Days, Lesson 3, 5. Unit 2: At Home with my Family. Lesson 1. Unit 3: Living in a Community. Introduction Lesson 1, 2. Unit 4: In and Around the Land. Lesson 4.

McGraw-Hill: *My World*. Unit 3: People at Work. Lessons 1-4.

Setting the Context:
Where does the food we eat come from? If we wanted some grapes, we would have to go the store. Where did the store get the grapes? They came in crates on big trucks. The trucks got the grapes from farm owners. The farm owners had the grapes picked by farm works.

Farm workers were told that they would get a certain amount of money to pick the produce for the farm owners. They had to do hard work for many hours in the hot sun. They did not have a good place to use as a bathroom or to live while they worked on the farm. Sometimes the chemicals that were used in spraying the crops were harmful to the farm workers. They had little money to buy food and drink to stay healthy. Sometimes when it came time to get paid, the farm owners would not pay the amount of money they had promised and the farm worker would only get a small amount of money for his or her hard work.

Farm owners thought that they could treat the farm workers poorly because some were not born in America and did not speak English. They knew they could save money for themselves by not treating the workers fairly. Workers had to take whatever work they could get because it was hard to get any other job when they did not speak English. César E. Chávez was a farm worker who experienced this unfair treatment so he fought for dignity and respect for all people especially farm workers.

Focus Question:
What is the role of the farm worker in the marketing of goods? What imagery describes the life of a farm worker?

Expected Learning Outcomes:
Students will be able to recognize the role farm workers play in the marketing of goods. Students will be able to use words to invoke the feelings of this individual group of people.

Assessment:
Students will, in small groups, use words to create a poem that conveys the role of the farm worker and the feelings of the workers. Teacher will look at the poems for correct use of words to show understanding of main concepts of lesson.

Key Concepts:
There are many steps and work involved in the marketing of goods.
Farm workers are a large part of the marketing of goods.
Some farm workers were treated unfairly.

Essential Vocabulary:
farm worker
fields
pain
labor
farm owner
store
customers
emotion words (a student generated list)

Primary Sources:
K-2 Biography of César E. Chávez (attached)

Visuals:
Picture collection of workers in the field. See attached picture 1 and picture 2. Also see the document center, pictures – work in the field at:

http://chavez.scientech.com:8080/research?rpg+%2Ffolder%2Ffolderdisplay.jsp&cmp=6bec47%3Aea792358ca%3A-7c6d&item=open#6bec47%3Aea792358%3A-7c6d

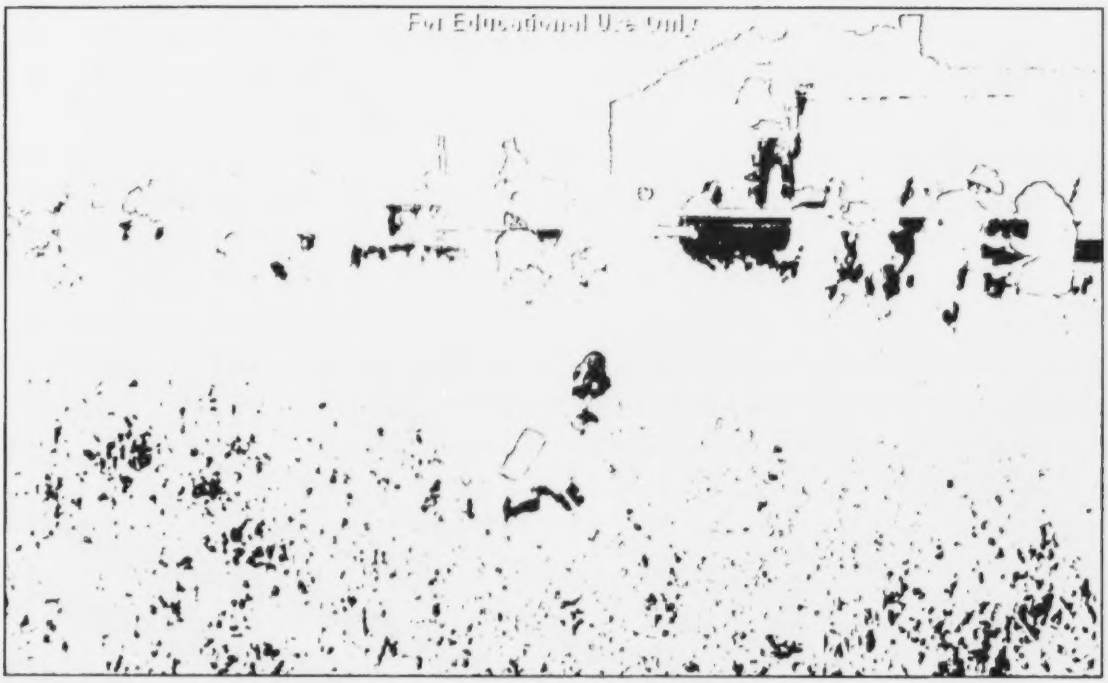
Procedure

Motivation:
The teacher goes over the parts of the César E. Chávez biography that talk about his life as a farm worker and later why he wanted to help the farm workers. The teacher talks about some emotions one might feel if he or she was a farm worker. After a few of the teachers' words, the students get into small groups and brainstorm more feeling words. Class comes back together and generates a list of feeling words.

Making Connections:
Teacher and students talk about where their food comes from. Teacher may ask students what they had for breakfast and chose to use one of the items to trace through the student, store, truck, company, farm (at this point bring up the farm workers and their role), farm owner, and their role. Teacher makes a cycle chart of marketing goods. Students get into small groups and role-play the cycle. Members of the groups play the farm owners, farm workers, store, and customers.

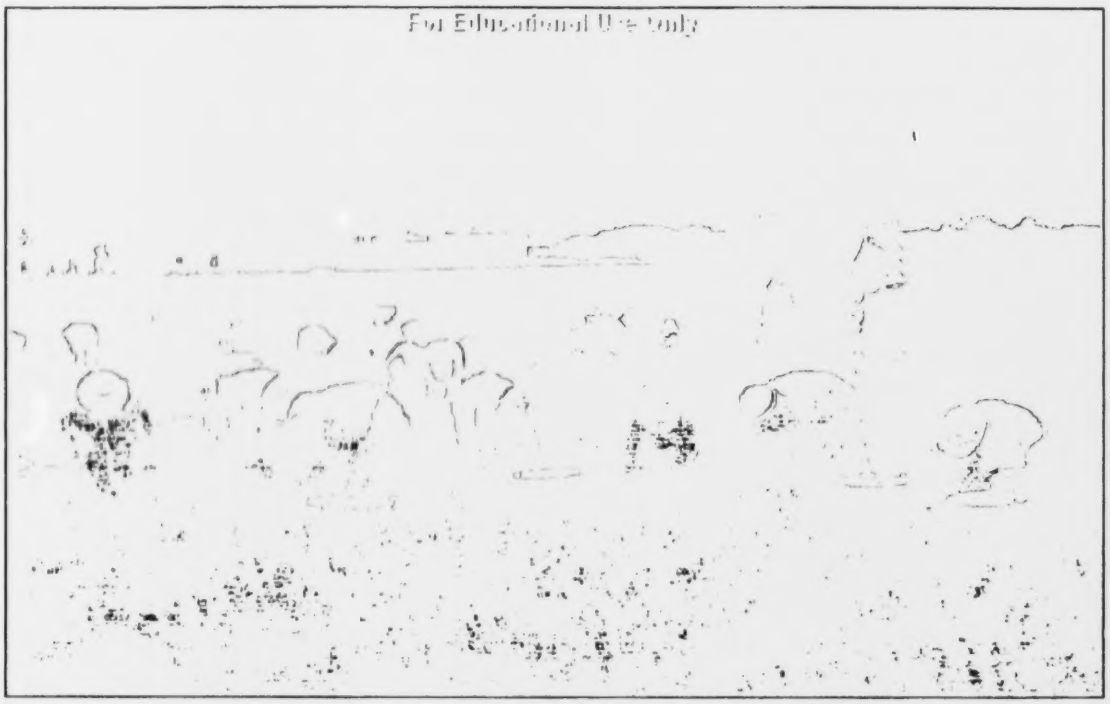
Vocabulary Activities:
Students incorporate the vocabulary into their role-playing.

Guided Instruction:
Students work in small groups. The teacher gives each group a different picture of farm workers in the fields. Students brainstorm what feeling words they want to use in their poem. The feelings word list is posted so that they can refer to it for spelling. Teacher guides them in developing a poem. The first person in the group writes one word on the first line. The second person writes the same word, adds a comma and writes a word of their choice on the second line. Continue in this manner until all members have written, the third person writing two words plus their own on the third line, and so forth. Then the group decides on one word to finish the poem. Students present their poems to the class. They each read their part and then the whole group reads the last line.



Farm Workers Picking Chili in Santa Maria. 1971
Photo by: Manuel Echavaria

Picture 1



Farm Workers Picking Chili in Santa Maria. 1971
Photo by: Manuel Echavaria

Picture 2

Lesson Title:
Similarities and Differences

Grade Level:
Grade One Lesson 5

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace. *A Child's Place*. Unit 1: School Days. Lesson 4. Unit 2: At Home with My Family. Lesson 4. Unit 5: My Country, My Heroes. Introduction

McGraw-Hill: *My World*. Unit 5: It Happened in America.

Setting the Context:
When looking at the life of a person who lived before you, you may find similarities and differences between their life and yours. It does not matter when you lived or where you lived, we all have common threads in our lives. Family is important in most people's lives and everyone has a family.

Focus Question:
What are the similarities and differences in the life of César E. Chávez and others compared to our own?

Expected Learning Outcomes:
Students will be able to identify the similarities and differences between their lives and the life of Chávez. The students and teacher will pick out similarities and differences to create a list.

Assessment:
Students fill out a Venn diagram comparing them with César E. Chávez. Teacher looks for the correct use of the concepts of similarity and difference. Students write a paragraph on the prompt, "What I have in common with Chávez."

Key Concepts:
There are similarities and differences between people of different generations and cultures.

Essential Vocabulary:
similar

different
biography
César E. Chávez

Primary Sources:
K-2 Biography of César E. Chávez (attached)

Visuals:
Pictures of César E. Chávez as a child, (picture 1 and picture 2 attached to this lesson)

Procedure

Motivation:
Teacher shows the pictures to the students. Students will describe what they see in the pictures. Teacher then tells the students that the pictures are of César E. Chávez. The teacher describes the family and school life of the young César.

Making Connections:
The teacher reviews the book on the life of César E. Chávez. Students discuss the similarities and differences between his life then and their lives now.

Vocabulary Activities:
The teacher calls two students to the front of the class. The class tells the teacher what the students have in common and what is different.

Guided Instruction:
Teacher models how to do a Venn diagram and then the students create a Venn diagram about themselves and César E. Chávez. They use pictures to show the similarities and differences between them and César E. Chávez.

A baptism baby picture of Cesar E. Chavez sitting in a chair.
Photo by: Unknown

Photo 1

For Educational Use Only

A young Cesar E. Chavez in his Sunday best with his sister to receive his first communion.
Photo by: Unknown

Photo 2

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Lesson Title:
Violence versus Nonviolence

Grade Level:
Grade One Lesson 6

Unit of Study:
A Child's Place in Time and Space

History-Social Science Standard:
1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace: *A Child's Place*. Unit 3: Living in a Community.
McGraw-Hill: *My World*. Unit 3: People at work.

Setting the Context:
Teacher reads stories or just outlines the lives and nonviolent ways of Martin Luther King Jr., Ph.D., Rosa Parks, Gandhi, and so on.

Focus Question:
Why would one choose nonviolent methods versus violent methods to create change and reach a predetermined goal in a free-market economy?

Expected Learning Outcomes:
Students will see how violence does not help reach a given goal and how nonviolence and unity works better. Students will explain why it is better to choose nonviolence over violence.

Assessment:
Students will participate as a class in an activity that will show how a goal is hard to meet with violence and easy to accomplish with nonviolence and unity. Students discuss as a class what they learned and then use pictures and words to convey violence versus nonviolence. The teacher looks for imagery and words that convey the main concepts of the lesson. These pages can be bound into a book title *NonViolence vs. Violence* that the entire classroom can enjoy.

Key Concepts:
An individual's choice can cause change in the free-market as well as the world around us.
César E. Chávez and others show us how we can use nonviolent choices to create change.

Essential Vocabulary:
violence
nonviolence
Goal
Versus
Quote
Chaos
Order
Empowerment
Unity
Cause
Effect

Primary Sources:
Nonviolence quote by César E. Chávez
"But in seeking social change, I am positive nonviolence is the way, morally and tactically, especially in our society where those in power resort to clubs, tear gas, and guns." (Levy, *César Chávez Autobiography of La Causa* pg. 5).

Visuals:
Pictures of César E. Chávez and others engaged in nonviolent change; picture 1, picture 2. Also see the document center, pictures at:

http://chavez.scientech.com:8080/research

Procedure

Motivation:
Teacher takes the class outside to a field with 4 balls such as soccer balls. Teacher has class line up behind balls facing a target such as a goal net or the space between two cones. Teacher tells students that the goal is to get the ball into the target. The teacher states that the students are really mad at the balls, and that they don't care if they hurt the ball they just want to get it into the goal. It is OK to use violence to get to their goal. As students kick, teacher points out that most balls go wild out of control and miss the goal. Students line up and are told to be gentle. This time they should see that it is easy to reach their goal by using nonviolent methods.

Making Connections:
The teacher reads the quote by César E. Chávez (see primary sources) and leads a discussion on it. Students are asked to recall a time when someone wanted something and used violence towards them. Did that person get what they wanted? Was that person well liked for doing it? Students share in small groups. They then come up with a way that the person could have gotten what they wanted by using nonviolent ways.

Vocabulary Activities:
Students play charades acting out the vocabulary words and having others guess it.

Guided Instruction:
Students are given a large sheet of construction paper where they first write down ways to get their lunch. The teacher may have to offer alternative "mean" methods of obtaining the lunch. Students then fold it to create two equal sized panels. Referring to what they previously wrote, students draw a mean way of getting their lunch on one side of the panel and on the other panel they draw a nonviolent way.

The teacher then asks the following questions

1) Which method goes best with the quote that was read?
2) Which way do you think César E. Chávez would have used and why?

Students then write a sentence to match the nonviolent method such as "Ask a person to share their lunch."

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Young people show support of grape boycott, 1973
Photo by: El Malcriado

Photo 1

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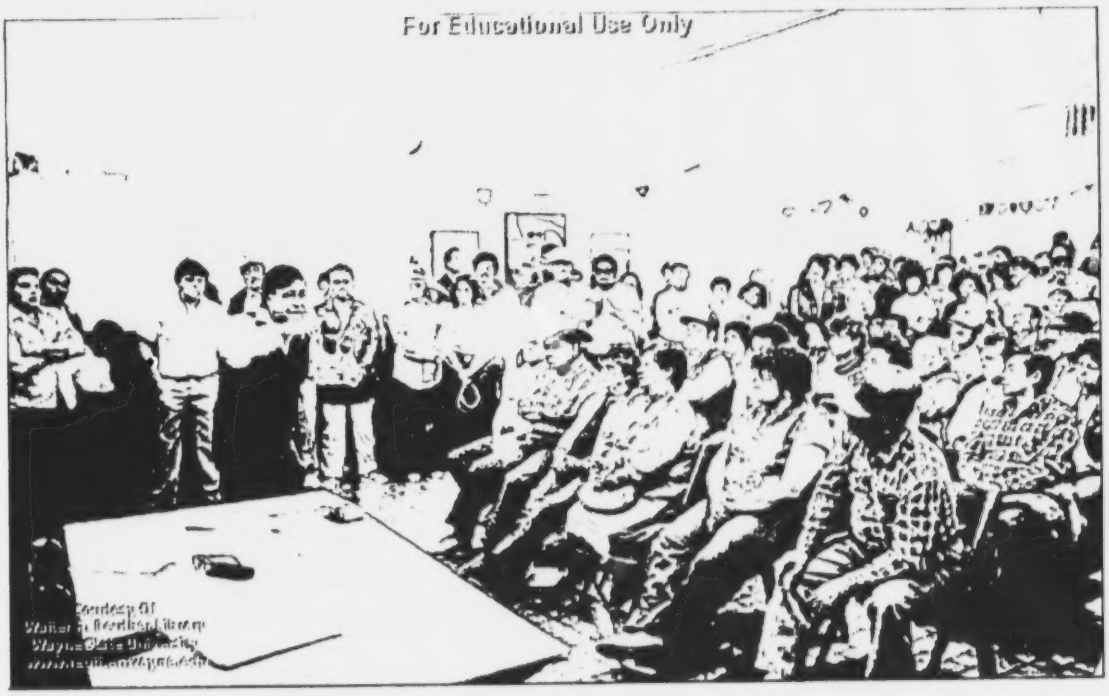

Photo 2

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An American Hero
The Biography of César E. Chávez

Photo copyright © Jocelyn Sherman

César E. Chávez was a good man who dedicated his life to helping others.

César was born to parents who taught him important ideas about hard work, the importance of education, and respect.

As a young boy, César worked on his family's farm feeding and watering the animals, collecting eggs, and bringing water to the house.

César's parents thought school was important. School was hard for César because the teachers only spoke English and César did not understand English. César thought some teachers were mean because they would punish him when he spoke Spanish. César learned to read English in school and he learned to read Spanish from his

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uncles.

César's parents were very strict and taught him and his sisters and brothers to show respect to others.

His parents also taught him that it was important to help others. César and his family often helped his uncles, aunts, and cousins by giving them food when they had little to eat.

Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

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Photo Courtesy of César E. Chávez Foundation

César and his sister are dressed for their First Holy Communion.

César's grandmother, Mama Tella, taught him about the importance of their religious faith and to have a strong belief in God. When César grew up, he would remember and practice what his grandmother had taught him. For César, religion was a most beautiful thing.

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Photo Copyright © Manuel Echavaria

In 1975, this farm worker family is eating lunch along side the fields in the Santa Maria Valley in the shade of their van because there is no other shade available.

When César was ten years old, his family's home was taken away from them because they did not have enough money.

César's family moved to California to find work. They began working on farms picking fruits and vegetables. César's family would move from farm to farm looking for work, just like many other families who also lost their homes.

César's family moved often. Moving did not bother César, or his sisters and brothers too much because their parents loved them and because they were always happy to be together as a family.

Photo Courtesy of César E. Chávez Foundation

César and his brothers and sisters in front of the family car

Working on the farms was very difficult. Farm workers like the Chávez family would very long hours. They often had few bathrooms and little clean water to drink. Farm workers suffered a lot and they were not treated with respect or dignity.

Photo Copyright © Manuel Echavaria

These farm workers are picking chili at Santa Maria in 1971.

César's family worked very hard on the farms, but they made very little money. Everyone in the family had to work, even the children. To make things worse, sometimes the men in charge of the farm workers would cheat and steal money from the farm workers, including César's family. These men would often run away so they would not get caught.

César's family had very little money and many times they did not have enough food to eat. César and his family never thought of themselves as being poor. César's mother would often tell César and his brother Richard to find homeless and hungry men so she could cook them a meal.

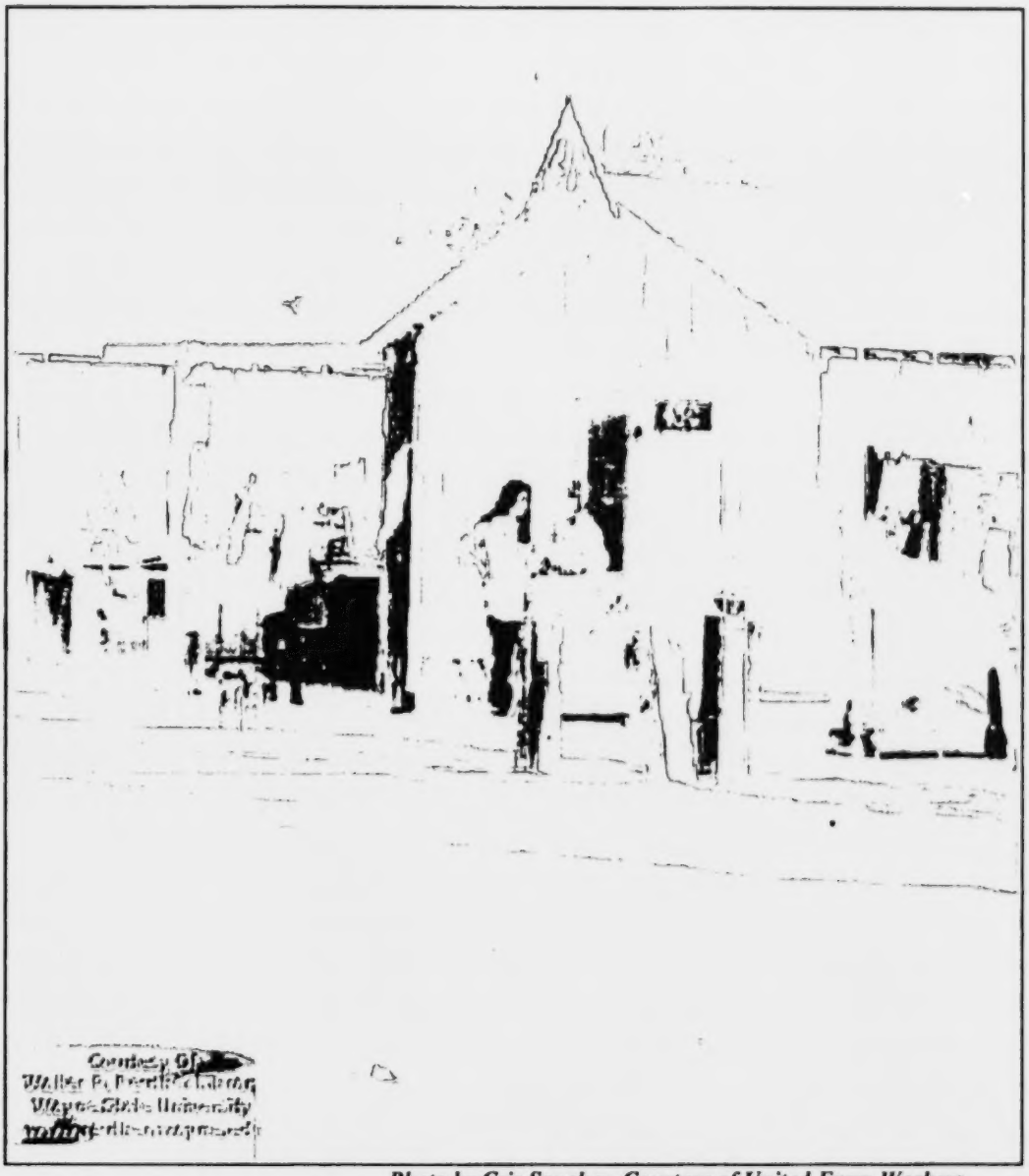

Photo by Cris Sanchez, Courtesy of United Farm Workers

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

When César was a teenager, he and his older sister Rita would help other farm workers and neighbors by driving them to the hospital to see a doctor. Without César's and his sister's help, these people would have had a very

difficult time getting a doctor's help.

The people César helped often wanted to give him a little bit of money to pay for gas and for his help. César never took any of their money because his mother would have been mad at him. She used to say, "You always have to help the needy, and God will help you."

Photo Courtesy of César E. Chávez Foundation

César in his U.S. Navy uniform.

A few years later, César volunteered to serve in the United States Navy. César, like many American men and

women, served in the military to fight for freedom and to protect the people of the United States.

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Photo Courtesy of César E. Chávez Foundation

César and his wife, Helen, posed for their picture by the seashore.

After two years in the Navy, César returned home and married his girlfriend, Helen. After a short time, they moved to San Jose, California and began a family.

Life changed for César when he met a man named Fred Ross. Fred Ross believed that if people worked together they could make their community better. Fred Ross hired

César to work for him in the Community Service Organization.

The Community Service Organization worked to help people. César now worked to bring people together to identify problems and find ways to solve their problems. Many problems were not solved because community leaders did not respect all people.

César, Fred Ross, and the Community Service Organization helped people in the community learn how to vote. They also taught people that community leaders respected voters. Community leaders worked harder to solve the problems of voters. César worked in many communities in California to help people gain the respect they deserved.

Photo Courtesy of César E. Chávez Foundation

César and other people from the Community Service Organization are getting ready to try to get the farm workers to vote.

After helping many people gain the respect of community leaders, César left the Community Service Organization to help farm workers gain the respect and dignity they deserved.

César started the National Farm Worker Association to help improve the working conditions of farm workers. African Americans, Filipinos, white Americans, Mexican Americans and Mexicans, and men and women of all backgrounds joined César.

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Photo by Cris Sanchez

In a migrant farm worker camp, the ladies are visiting while their laundry dries on the clothesline strung between their houses.

César and the farm workers wanted the companies and growers that owned the farms to respect farm workers by providing them with fresh water to drink, bathrooms in the fields, and fair pay for a day's work.

The companies and growers refused to treat the farm workers with respect and dignity. The growers did everything they could to stop César and the farm workers. They even turned to violence and hurt many farm workers and people who helped the farm workers.

This made César very upset.

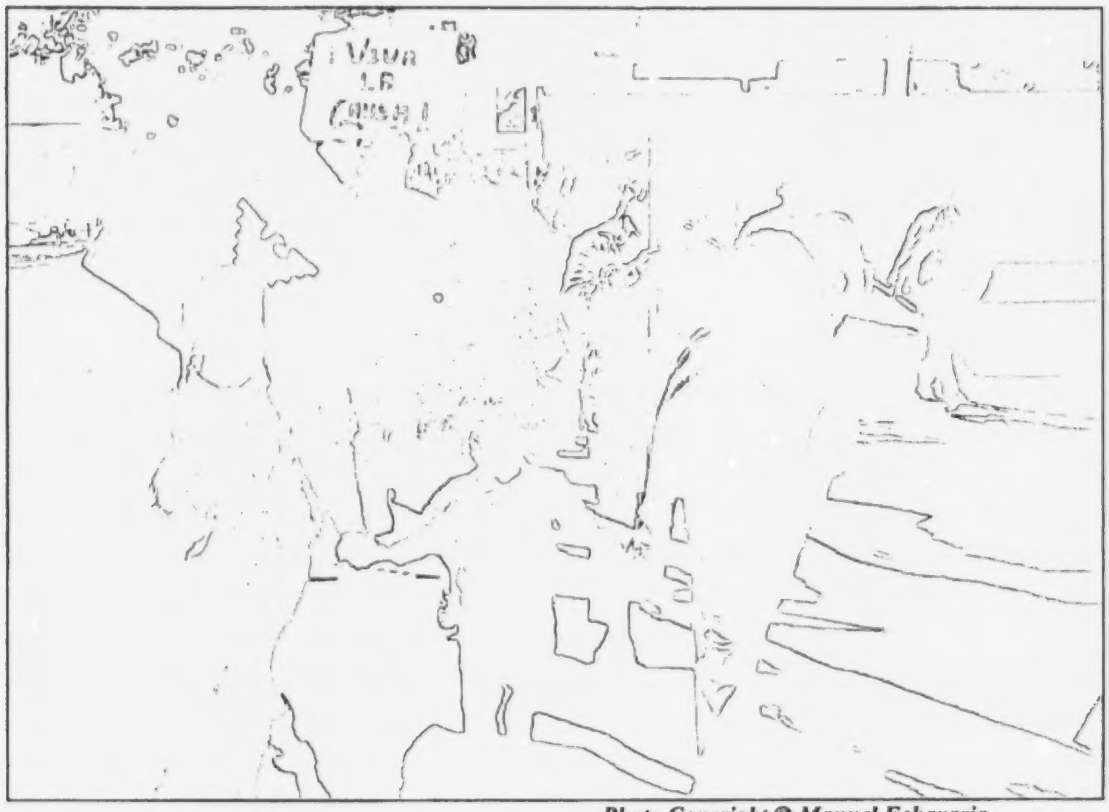

Photo Copyright © Manuel Echavaria

People of all ages marched to Preisker Park while participating in a demonstration in 1972.

César did not believe in violence. Like Martin Luther King, César wanted to bring change in a nonviolent way. Many people came to help César. Many people supported César because he believed in nonviolence. Like César, they also believed that farm workers deserved better treatment, respect, dignity, justice, and fairness.

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Photo Courtesy of United Farm Workers

César is signing an important agreement while many union supporters watch with reporters from radio stations and newspapers.

César worked hard. He suffered and sacrificed a lot to make farm workers' lives better

After five years, some growers in California agreed with César and started to provide farm workers with fresh water to drink, bathrooms, and better pay. César, the farm workers, and their friends won, making farm worker's lives better.

Photo Copyright © Jocelyn Sherman

César marching again with many supporters.

César dedicated the rest of his life to making the world a better place and to serving others. He continued to work to bring respect, dignity, justice, and fair treatment to the poor, to farm workers, and to people everywhere.

Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César died on April 23, 1993. He was sixty-six years old. People all over the world remember César E. Chávez as a man of courage who fought to improve the lives of all people.

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Photo Courtesy of the César E. Chávez Foundation

César E. Chávez is an American hero.
His legacy lives on!

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